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OPPORTUNITY.

SEPTEMBER, 1916.

Volume VIII
Number 7

THE MORGAN COLLEGE BULLETIN

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SUMMER SCHOOL.

PRINCESS ANNE ACADEMY, EASTERN BRANCH OF THE MARYLAND STATE COLLEGE OF AGRICULTURE, PRINCESS ANNE, MD.

June 26th to August 4th, 1916.

THE FOURTH SESSION of the Summer School opened at Princess Anne Academy on June 26th.

The new law of the State of Maryland requiring that after June, 1915, all new applicants for certificates in the counties shall have received as a minimum training six weeks in summer school, means that the uncertified colored school teachers of the State who have not received adequate training on professional lines in the past shall have this minimum amount of professional training otherwise, the county school superintendents and supervisors will be liable to investigation and censure for failing to obey the law. Likewise teachers attempting to teach without such training would be illegally employed and probably unable to collect salary.

But there is a higher motive of appeal to the colored school teachers of Maryland. As a body these teachers desire improvement and many will make sacrifices to secure proper training. The Board of Trustees governing Princess Anne Academy have established summer courses for the purpose of offering to the teachers at a minimum cost the training required.

INDUSTRIAL TRAINING.

Opportunity will be offered for training in such simple industries as may be required of the rural school teacher. Methods for organizing and carrying on these will be explained.

ADVANCED WORK.

While rural and elementary school teachers will receive special attention, adequate courses will also be provided should candidates offer for advanced work in mathematics, science and pedagogy.

WHOLESOME SURROUNDINGS.

The beautiful location of Princess Anne Academy, a large well kept campus, neat walks and drives, opportunity for healthful games and recreation offer to the city teacher an opportunity for recreation and at the same time afford necessary training. The decided change from the city to these wholesome country surroundings will make attendance at the Summer School equivalent to a vacation.

COUNTY SUPERINTENDENTS.

We appeal to the county superintendents and county school commissioners to assist the colored school teachers in securing the advantages of this summer training. Abundant returns will be made to the schools in greater efficiency, increased energy and wider outlook of the teachers.

Continued on page 90.

The Morgan College Bulletin

VOL. VIII SEPTEMBER, 1916 NO. 7

L I T E R A R Y

OPPORTUNITY.

(For the Negro Voter.)

By Wm. Pickens.

THE Negro is a minority in Maryland, as he is in America as a whole. In the very nature of such relations, the minority must often be on the defensive,—protecting its interests against the meanness of its enemies and sometimes against the distrust of its friends. The Negro's best interests in America have been jeopardized by Jim-Crowism, segregation and disfranchisement. All of these are in fact different forms of segregation,—of setting the Negro aside as much as possible out of the body politic. The excuse made for this, especially for disfranchisement, is that the Negro does not harmonize with the best interests of the body politic. It is easy for the Negro to reply that this excuse is false,—and perhaps it is,—but the thing for the minority to do on *all occasions* is to *show* that the charge is not true.

This is the supreme opportunity that will confront the Negro voter in Maryland on November 7th, 1916, —to confound his enemies and further the best interests of his own race in all the United States,—by voting with the best interests of the State. That means a vote against the liquor interests. Even the boys and girls in their 'teens know that the best interests of society do not rest in the preservation of saloons. The saloon men know it also, but they have other interests which are at present bound up in the saloon,—money interests. The saloon men are not above ordinary human nature, and they can be expected to fight for their financial interests,—except in cases of rare and remarkable unselfishness, a thing which will not be often found in the saloon business.

This is not only an opportunity for the Negro who does not drink, but just as great an opportunity for the Negro who drinks. He should not let his own private wishes stand in the way of the best interests of all his kinfolks and his race. The Negro may have drunk as much strong drink as anybody, or rather as much as he could get of it, for he has not been able to buy as much as white people,—but that should have nothing to do with his present supreme political and social opportunity. He can dispense with whiskies as easily as the white man can,—the white man makes money out of it, while the whole business only gives the Negro an occasional chance to pay a fine. Whiskey is worse for the Negro than for the white man,—it is worse for the Negro when the Negro drinks it, and it is worse for the Negro when the white man drinks it. For the Negro finds it difficult enough to get along with sober white

men in this country. There is not one tittle of alliance, direct or indirect, between the Negro's interests and the liquor interests. Comparatively speaking, very few Negroes are given employment in the liquor-making business. The whiskey business needs the Negro for only two purposes,—to help to vote and save its life, and to help to drink and fill its pockets. The black man will win the respect of everybody, even of the liquor men, if he registers a mighty vote against being used by them in this way.

Negro suffrage has been several times successfully defended in Maryland. It was the best people and the best instincts, not the worst elements of society, that did this. The men who defended the Negro against the intemperate desire to thrust him out of self-government, are the very men who are now trying to defend society against the intemperate business of the saloon.

Most of the legitimate colored vote is disfranchised in Alabama, but I was told by the election officials in an Alabama city that, if the majority of white voters would always vote like the majority of the colored men who are registered, there would never be any question but that the best interests of the state would be kept above the whiskey interests. The voting Negro in Maryland ought to make as good a mark as the voting Negro of Alabama.

Prohibition means gain for the Negro,—gain in property, in morals and in friendship with the best elements of the white race. Oh! no! 'prohibition does not prohibit,'—it does not prevent all drinking and intemperance, just as laws against murder do not prevent all murders. But without the laws against murder there would be more killing, and without anti-saloon laws there is more debauchery, drunkenness, degradation and *oppression* for the Negro race in America.

DAY-DAWN IN THE SOUTH.

Rev. U. S. Wright,
Mountain Lake Park, Md.

OUT of the darkness of untold disaster slowly the stars have risen in the life of the war trampled region of the South. But now these are growing dim in the light of a new day. In 1860 her manufactures were 14.7 per cent of the total but they were wiped out in the strife between the States. Now they represent 15.1 per cent and while but two States in any other section increased a hundred-fold in the decade preced-1910 eleven of the Southern ones did so, three of them going beyond the one-hundred and fifty mark of development. Raw material is at the factory door which eliminates freight. Agriculturally it is the same story for the men who went to the farming districts of the West are now sending their boys back to the old States where land may still be purchased and where the fertility is unsurpassed. The national, state, and local governments are united in spreading the story of the best methods of cultivation so that rare indeed the cou nty without its Corn Club or some similar organization. In addition to this full recuperation of productive power there has come an advantage of position which is vital.

God put the great Appalachian barrier along the coast where it served a magnificent purpose in the older days. Then through the Mohawk Valley where the highest elevation was but 445 feet the Erie

Canal was cut. Railroads followed so that the trade of the great West flowed out by way of this low haul. The B. and O. crosses at an elevation of 2500 feet and the difference in freight cost can be readily seen. This tipped the resources of the continent into the lap of New York so that she has been the commercial metropolis. The Atlantic seaboard had in 1915 62.9 per cent of our foreign trade and of this 45 per cent was piled upon the wharves of the single city. Baltimore gets but 3.39 per cent and the entire Gulf coast but 16.1 per cent. San Francisco reckons her share at 3.06 per cent while that Mediterranean Sea of puget Sound can count but 2.55. Thus greatly has geography created commercial currents. But this same patron Saint is now invoked in favor of the South. For the Canal has created a new tilting of the commercial continent. When we think that the saving in time which reduces the shipping expense by lessening wages, fuel, food, etc. amounts to $500 per 1000 tons on the haul from the Pacific to the Atlantic coast at New York's level the trade meaning becomes clear. Galveston and New Orleans are closer to the Canal than New York so that the current which will sweep thru it will flow thru these cities rather than thru New York.

Another change influences the situation. The early world life was about the Mediterranean Sea. Then it shifted to the Atlantic. Now it is just as surely beginning to shape itself upon the Pacific, pregnant name in these days of war. Asia and South America are to become more than ever before our markets of Exchange, and the South is upon the line which it must follow. Moreover cotton goods are the great staple for these regions, rice is a standard food, and both these may be loaded at their own wharves and unloaded in the Orient or the farther South. The Mississippi has twice as many miles of navigation as all the rivers of Europe combined so that in product and opportunity the commercial sceptre has been given into the hand of the South.

Ideas travel with trade; what has the South to send abroad? The country was settled by idealists but they radically differed in New England from those in the South. There these were religious and they found expression in theology thru men like Jonathan Edwards. In the other section it was politics and government which were the chief concern. So The Mecklenburg Resolutions found here their early phrasing of independence. Patrick Henry voiced the protest of Virginia and Washington led the forces of the Colonies to final victory. Jefferson wrote the Declaration while Monroe formulated the Doctrine that bears his name. Out of the fifteen Presidents who preceded Lincoln nine were from the South. In the same time the Senate had 47 Presidents pro-tempore and the House 27 Speakers; 27 of the former and 15 of the latter came from the South. Now again she has a President in the White House. Every expansion of territory except Porto Rico and The Philippines has been made during the administration of a Southerner. The only advance in Municipal Government in our history comes from this same section in the Commission form which Memphis inaugurated and Galveston improved. Democracy in efficient action seems to be the genius of this people so that its new opportunity of impact will result in the broaden-

ing of popular rule in the lands touched by her influence.

But it must be based upon the teachings of Jesus Christ. Moral vigor must accompany methods of expression if hurt shall not be done. Here too is encouragement. She has 34 per cent of the population but 44 per cent of the church membership of our land. If the Catholic church is a menace as some claim (which I do not admit) then against thirteen and four-fifths per cent for the nation she has but 5. Protestantism has 24 per cent of the people among its membership the country over but in the South it is 39. The vagaries of Theosophy, Christian Science, Unitarianism, Universalism and the rest have small place in her thinking. The International Convention of Sun Worshippers which met in Lowell, Mass. could not have found a welcome in any Southern city.

Morgan College shares Bishop Galloway's boast that "No church school has ever turned out a criminal." The race to which it ministers is to have large place in this new day and its glory is that religion is its life. But as never before is the moral leader a necessity if the world is to have our best and if these sun-kissed children are to share in the progress of the section which they help to make. How much of its future rests upon you who read? God alone knows but surely the destiny of the race, the Nation, and the world is being shaped measurably by the young men and women now in the schools and the day will be clear or clouded according to your work and life.

THE NECESSITY OF FORCE.

J. Everette Coleman, '16.

A GREAT deal has been said condemning the great drama of war now being enacted in Europe; and the reasoning would be legitimate, but for the fact that the nature of man, contradicts the philosophy of those very arguments which condemn the war. It is not that I favor war nor approve of bloodshed; yet I see in this great struggle, because of man's imperfections, simply the only means available to check him in his wild career of unrestrained ambition, and his tendency to trample under his feet the sacred rights of others in pursuance of his own selfish ends.

There are periods in the lives of men when those finer feelings to which the arbitrator and peacemaker appeal have become so dull by suppression, so weakened by vice that they are rendered impervious to reasoning, immune to entreaty and consequently must be appealed to in a more drastic way to hold them in harmony with their relations to the rights of others. Men from pulpits and platforms have cried for arbitration, philanthropists have arranged countless peace conferences and yet war rages. We have many examples of the helplessness of persuasion and the masterly competence of force in every day life. The preacher constantly pleads for law and order in his community, but abolish civil laws and pandemonium reigns; the prohibitionist urges temperance, societies are formed, pledges are signed, but the dispensation of laws governing inebracy and disorderly conduct would endanger lives with the madness of drunkards. Go no further than our schools. Dai-

y are students urged to conform their habits along safe moral and physiological standards, but take away rules and regulations, abolish discipline, health would be impaired by late hours, lives endangered by vicious habits, co-education rendered impossible, and Christianity be but a hollow mockery. Then since force is such an indispensable factor in the lives of individuals, and nations are but collections of individuals the conclusion inevitably follows that force is indispensable to the welfare of nations.

History both sacred and profane substantiates me when I seek to establish the fact that man cannot, because of his proneness to sin, do without the restraining power of force. It took force to show Adam the justice of God and the presumption of transgressing his law. Admonitions had failed, warnings were unheeded; it remained for the force of divine wrath to restore Eden to its former state of harmony. Noah plead with all creation; preached and prayed, but it was the force of a mighty deluge that purged the earth of her stain of degeneration. Moses plead with Pharaoh. Aaron reasoned with him, God in his mercy waited upon him; but only the force of suffering and death made subservient the will of the haughty monarch, and then Israel trod the sands of the Red sea, saved and free. Students of profane history remember that dark epoch when pagans and saracens despoiled the Holy Lands, when Mohammedanism like a vile scourge cast its baneful shadow over all Christendom. They remember also that it was the force of Richard's sword that freed Solomon's Temple from Paganism while streams of blood flowed from its marble porticos. The students of history remember that Charles of England had long and insolently thrust his self-aggrandizing theory of divine right upon his subjects. England bowed beneath the yoke and cried out in her oppression. But the flame of force kindled by Hampden, fed by Pym and fanned by Cromwell, rent asunder those seemingly insurmountable barriers of royal sovereignty and carried Charles himself down in the fury of its destruction. They remember that Napoleon was pursuing his ambitious career in Europe. Reason beat as fruitlessly against his stern will as the billows against Gibraltar; he bade fair to usurp the whole world, but when the force of allied arms was brought to bear against him only his slaughtered veterans at Waterloo remained to tell the sad story.

It is useless for men to say war is a blotch on the escutheon of national honor. Nations receive their birth through wars and maintain their glory through the same means. Let me ask you American Citizens, sons of freedom, lovers of liberty, do you call that force which made you free and independent a blotch on your standard of liberty? That force that taught England to respect your rights, that cowed the terrible monster of oppression, that hurled the steed of taxation on his haunches and curbed him with the bit of independence? No! you honor it, you live for it, and you will die for it. Yet it was not pleading that made America free; but force unfurled the stars and stripes over Columbia's verdant shores and proclaimed the dawn of a new day to all the universe. Our great dreadnaughts represent force as they plow the briny ocean protecting our lands and in-

terests from foreign invasion. Our gallant soldiers represent force as they tread the boundaries of our territory each a brick in the great wall of national defense. Even the great American Eagle represents force as he from his lofty perch scans the baundaries of a great and united republic and screams his note of defiance to all the world. Yes! it is force that has made America the land of the free, the home of the brave. It was force that clanged the old liberty bell at Boston, dyed crimson the snows at Valley Forge, and braved the dangers of the ice bound Delaware. Force that from the spotless snows took white for purity; blue from the azure skies for truth; and red from the crimson blood of the patriots for devotion, combined them in the folds of Old Glory to which men from the turbulent Atlantic to the gentle Pacific; from the Great Lakes to the Gulf of Mexico raise their voices in heroic devotion and cry "Liberty or Death!" Then no true American Citizen can condemn force, when force gave him life and liberty.

Bear with me as I gaze back into the blood-stained pages of dark history for about fifty years. Garrison devoted his inspired pen to the cause of slavery; Sumner his battery of burning eloquence; Lincoln his gentle heart wrung pleadih gs and still the blood dyed soil of the south cried out for redemption. Still the blood hound bayed his deep throated curse, a hideous minor to the hissing of the death dealing lash. And still men gave their life's blood to quench the unholy fires of inhuman cruelty and prayed to God who seemed to have forgotten them. But when Lincoln was at last aroused to action he had to resort to force before he could pen those lines that rent asunder four millions of clanking chains and "Niggers" rose up men. It was force that rallied to the standard of national equality, poured a wealth of gallant manhood into the flood of anti-slavery and quenched forever the fires of barbarianism. Force that caused heroes to spring up like hops from the rock-bound New England shores to the Mason-Dixon line to fight for universal freedom. Force that held together the broken line at Chickamauga, perched on the pommel of Sheridan's saddle from old Winchester town, and was the forerunner of victory in the valley of the Shenandoah. Force held together the shattered fragments of a divided uni on, wrote "Freedom" in the clouds above Look Out Mountain, and hammered Lee into shape at Appamattox.

Let others speak of arbitration, let others cry "peace" "peace" when there is no peace; I say that until man reaches a state of moral development far above his present standard, war will always be necessary to hold him in harmony with the rights of others. Christ, personified peace came not to bring peace, but a sword. Samuel inspired of God said, "Quit yourselves like men and fight." Matthew says, "There shall be wars and rumors of wars." Why? simply because they knew that man through degeneracy had become so hardened in evil that the cure must be drastic enough to suit the evil.

And inasmuch as we cannot expect to go into a den of ferocious beasts and convince them by reason that they should not devour us, neither can we expect to arbitrate with men in whom the animal has gained the ascendency.

Let me quote you a few parallel instances where persuasion has been used only to prove inadequate; forming an induction from which you may draw your own conclusion. Persuasion plead with the wicked Sodomites, force purged their city; persuasion plead with Nebuchadnezzar, force curbed his haughty sinfulness; persuasion plead in Rome for the Plebeans, force righted their wrongs; persuasion reasoned with the pirates of Algiers, force checked their atrocities; persuasion crouched baffled at the throne of Nero, force turned his dagger into his own throat. And I might quote countless instances where men have used persuasion only to fall as a last resort upon force, which has risen gallantly above the crisis and apprehended the evil.

I concede the point, that force means war, I admit that war means blood. But never has a cause for liberty and right been won without the stern aid of force and I defy any one to produce from history sacred or profane one instance of great achievement without the use of force. In war alone? No! force figures in all of man's accomplishments be they martial scientific or religious.

Glance over the span of past years and see what force has wrought in the world of science. Force has chained to man's service the once unknown forces of nature. Has bent the mighty Aeolus to his will, and sails the vast expanse of Neptune's territory. Has analyzed the astronomical phenomena and bounded the stars. Has searched out secrets buried in Pluto's dark kingdom, and spurned the pebble strewn bottom of the majestic ocean. Force has harnessed the fiery thunderbolts of Zeus, bounded the seemingly incalcuable magnitude of the planents and sought a pathway to Mars. Has broken down the barriers of ignorance and superstition, assailed the realm of the metaphysical, and thrown light on psychic mystery. Overcame the force of gravity, soared above the fleecy clouds, and converted the impalpable expanse of trackless space into an aerial highway. Force has chained the fiery vulcan to his forges, allied himself with the wing footed mercury, and demonstrated his superiority to all the world; until time and distance have sunk into oblivion and man rules supreme in the realm of nature.

Then history establishes the fact that force has figured in all of mans accomplishments whether war, science, discovery or invention: for force surmounted the barriers of the ice bound North, overcame the icy blasts of the blood congealing winds, and unfurled Old Glory from the loftiest pinnacle of the North Pole. Force defied the blue expanse of space and gazed into the sun; sped along taut wires and Baltimore shook hands with Washington; hissed in the cylinder of "Fulton's Folly,, and the "old log" came to life; roused Sir Newton from his slumbers and the theory of gravity was born; scratched on the cylinder of Edison's record and metal spoke like man.

Force lurked in the shadow of Oaks and boulders at Lexington, and British thralldom ceased; climbed through a fiery hell at Chattanooga and universal freedom was born; ran step for step with Roosevelt up San Juan hill and barbed wire broke like thread. And out of all of these utilizations of force good has blessed mankind in abundance.

And I say so long as there are differences between nations; so long so the sacred rights of men are violated;

so long as the laws of God are transgressed men will fight, and let them fight. For I can see that the divine hand of justice is guiding the course of events in Europe, and the side that is right must win. Already triumph is not far in the future. Already the moving finger of time points toward the Eastern horizon where in the gray dawn, the forerunner of calm, appears the picture of "Peace." But not that "Peace" bought with flimsy arguments; not not that "Peace" purchased by philanthropists' gold; not that "Peace" that veneers over a hell of seething hatred, while the bitter animosity lies hidden and grows. But peace won by virtue of the triumph of Right, God-given to alleviate the horrors of war and bloodshed. And when man shall have inculcated those principles engendered in the *golden rule*; when Christ shall have been engraven indelibly on the standard, and *right* chosen the watchword; when all hearts shall be bound together with one common tie of love; then let peace like a balmy river bathe Europe's troubled shores in harmonious concord; bind up riven ties, heal the broken hearts of widows and still the cries of the orphaded. Then and only then let swords be be beaten into plowshares, spears into pruning hooks, and bloody wars cease.

SCHOOL NOTES AND NEWS

BALTIMORE

The Commencement functions began on Thursday, May 18th with a concert by the school in a well selected and well rendered musical program under the direction of Miss Eslanda V. Thomas, instructor in music.

The Declamation Contest for the Trustees Prize occurred on Thursday, May 25th, the successful contestant being Joseph Gay Grant of the second year, a young minister now supplying a charge near Baltimore.

The Preparatory Class Day exercises occupied the evening of Friday, May 26th with an interesting program of fact and fun. The graduating class numbered fifteen.

The Baccalaureate sermon was delivered by Rev. Lincoln A. Ferris, D. D., pastor of Mt. Vernon M. E. Church, Baltimore, on Sunday morning, May 28th at Metropolitan M. E. Church. He took as his text a verse of the seventeenth chapter of Acts, "He preached to them Jesus," a great theme most ably handled by a great preacher. At the college in in the evening the Alumni met for final Sunday services and were addressed by Mrs. Mary Church Terrell of Washington who spoke on "Why I Hope" an optimistic and inspiring message.

Monday evening, May 29th, the College Class Day exercises were presented. It is not too much to say that these exercises for dignity mixed with humor, for punctuality in opening and spirit in presenting leave little to be desired. The class presented a fine bouquet to Miss Thomas for her kind assistance in the musical part of the program, voted twenty-five dollars to the Athletic Association of the school, and also presented to the school a copy of Lippincott's Pronouncing Gazette of the World.

Tuesday evening, May 30th was occupied by the Baldwin and Hughes Contest held in Ames Memorial M. E. Church. Two medals, the gift of Dr. C. W. Baldwin and Dr. W. A. C. Hughes respectively are competed for by members of the preparatory school. The successful contestants were James Rixson Webb of Orange, N. J., subject "The Growth of Industrial Education," and Annie Marguerite Veals, of Port Deposit, Md., "The Dignity of Labor."

At the College on Wednesday evening the Alumni held the stage with an address by an alumnus, Principal Mason A. Hawkins, M. A., of the Colored High School, Baltimore, after which a banquet was served. This meeting was notable in the attendance of nearly all of the recent graduates. It is hoped that the practice has been established in this respect.

Thursday evening, June 1st, at Sharp Street Memorial M. E. Church Commencement exercises were held. Addresses were delivered by two graduates: Salutatory by James Henry Kelly, Whitesboro, N. J., who spoke on "The Child of Tomorrow;" and Valedictory by Grafton Luther Moore, Ridgely, Md., subject, "The Problem of Unemployment." Hon. Morris A. Soper, Chief Justice of the Supreme Bench of Baltimore, delivered the address of the evening, a most hopeful and inspiring presentation of the work of the better class

of colored people of Baltimore and Maryland. This address will long be remembered by the great audience that heard it.

Mrs. Eugene R. Smith, in charge of the Applied Social Service work of the school, presented four large charts showing the results of some survey work in the city of Baltimore and pointed out how community service is possible by the College. The audience joined in a collection for the support of this work.

The President announced various scholarships and prizes. The honor scholarships from the preparatory department, Baltimore, went to Louis Eugene King, Ronceverte, W. Va., and Lavinia Johnson, Govans, Md. From Princess Anne Academy, James Everett Coleman, Manokin, Md., and Mary Elizabeth Wilson, Upper Fairmount, Md. From the Virginia Collegiate and Industrial Institute, Ora Evangelina Flood, Roanoke, Va. Bachelor's Degree in Arts was awarded to eleven candidates and diplomas to thirty-seven normal and preparatory graduates from the three schools.

This marked the close of a most interesting and successful year for Morgan College and Branches.

The summer school at Princess Anne Academy, Princess Anne, Md. was held from June 26th to August 4th.

Principal Frank Trigg, M. A., of Virginia Collegiate and Industrial Institute, took charge of the State Summer School at Louise, Va., beginning June 21st and closing July 18th. He was assisted by Miss Harriet Woolford, A. B., a graduate of Morgan College.

The themes chosen by all the graduates indicate a remarkable interest in practical subjects as shown by the enclosed list.

DEAN'S NOTES.

Miss Meta A. Redden, of the College Class of 1916, will be admitted to pursue the A. M. course in Columbia University. She can get her A. M. by four summers' work, of six weeks each.

President Spencer recently presided at a large mass meeting in Bethel A. M. E. Church in the interest of Prohibition.

We had one afternoon class for Baltimore Public school teachers last semester. The idea is growing popular among the city teachers. They desire further study.

We learn that Miss Eva May Kendrick has received appointment for next year in New Orleans College, New Orleans, La.

It is the opinion of the public that the Morgan College Commencement exercises in 1916 were exceptionally fine.

The College Class for 1916 was the largest in the history of the College Department.

The address of Judge Soper, at the Commencement, made a fine impression on the audience.

The Dean of the College delivered commencement addresses for High Schools in Clarksburg and Wheeling, W. Va., *and* Wilmington, Del.

All who wish to apply for room and board in Morgan College should send one dollar with the application. This dollar will apply on their first payments when school opens.

Save the money you earned in July! You will need it in January.

PRINCESS ANNE, MD.

Everything is again humming like a hive at the Academy. Teachers and students are well started on the first semester's work. The enrollment of new students is increasing so, that we shall soon have to reject applications on account of lack of space for accommodation.

We heartily welcome Mr. George Calbraith Dennis, the new instructor in the printing department, into our faculty.

Mr. Lewis H. Martin, County Agricultural Demonstrator, has his headquarters at the Academy. Mutual benefit is the result of Mr. Martin's presence on the grounds.

Our former teachers who have returned have spent pleasant vacations in various places. Principal and Mrs. Kiah spent most of their vacation on the Academy grounds. The Principal, however, made frequent trips to assist with special services at various charges, far and near.

Miss Alice M. Carroll divided her time between Washington, D. C., her home, and Chicago, Ill.

Miss Lida L. Brown visited Miss Harriet Woolford at Snow Hill, Md. after the close of summer school at the Academy.

Mr. Joseph E. Oliver, during his vacation, visited friends in Wilmington, Philadelphia, Baltimore and at sea-shore towns of Virginia.

Mr. Roy L. Cordery spent most of his vacation at his home in Princess Anne.

Mr. John E. Smith made a brief visit to Norfolk, Va.

Mr. Daniel J. Pinkett and family spent the summer with relatives at Galena, Md.

Messrs. Stephen H. Dix and Robert A. Grigsby attended summer school at Cornell and Columbia Universities respectively.

Misses Josephine Brown, Mary Wilson, Messrs. Jas. C. Finney, Jno. S. Bond, Oley E. Horsey, Robt. W. Thomas, Edward N. Wilson of the class of '16, and Maslin F. Pinkett of the class of '14, have matriculated at Morgan College, Baltimore,

Mr. James Everette Coleman, of the class of '16, matriculated at Howard University, Washington, D. C.

Holland, Mary Wilson, Messrs. Jas. C. Finney, Jas. E. Coleman, Oley E. Horsey, Robert W. Thomas, and Edward N. Wilson of the class of '16, have matriculated at Morgan College, Baltimore.

We have at the Academy very promising athletic material. The foot ball team is getting into fine shape.

Miss Sarah F. Tyler, of Youngstown, Ohio, was recently appointed teacher in the domestic science department of Princess Anne Academy.

Everything at present is indicative of a very successful school year.

COURSES OF STUDY.

An outline of the course is as follows:

I.—ENGLISH: ORAL;—Reading, explanation, interpretation, how to acquire and use a vocabulary. WRITTEN;—Various forms of written composition, such as notes, letters, themes. Methods of instruction.

II.—ARITHMETIC: Numerical concepts: Reading and writing numbers with rapidity, minor operations. Concrete examples: Actual measurements, making of estimates, business calculations; Methods of teaching.

III.—ADVANCED MATHEMATICS: Method of teaching advanced mathematics. Arithmetic by algebraic method. Constructive geometry.

IV.—AGRICULTURE: Methods. Use of common and natural phenomena. How to arouse interest and encourage observation. Collection of things observed: Germination and growth of plants; Helpful and harmful growths. Practical methods in agriculture and the home garden: Demonstration plots. Animal husbandry and poultry raising.

V.—(A). DOMESTIC SCIENCE: The art of cookery. Classification of foods. Well balanced diet. Exercises in cooking and serving special foods. Foods for infants and invalids. (B). Domestic sanitation as to foods, as to kitchens, as to table service, as to sewers and drainage. Preventable diseases.

VI.—PSYCHOLOGY: Practical relations and methods. The study of the child. Dangers in adolescence. Inter-relation of physical and mental states. Pedagogical psychology as related to industry.

VII.—EDUCATION in MARYLAND: The geography of Maryland. The history of Maryland. Projects for the improvement of the colored schools of Maryland.

VIII.—LECTURES: Lectures upon special topics, some of them illustrated: these lectures include school organization, also general information primarily educational.

Other courses may be added if called for.

The State Superintendent of Public Instruction, Dr. M. Bates Stevens, will deliver lectures. Teachers who show a commendable desire for improvement will receive recognition. Credit will be given at the close of the term to those teachers who maintain a good standing during the summer course.

Special lectures, some of them illustrated, will be delivered on stated evenings of each week.

Excursions of an educational character will be organized on Saturday of each week. The cost by boat, train, or carriage will be shared equally by the students.

The registration fee must be paid when application is made. This will be refunded if the application is rejected. Books will be furnished at cost to teachers making application for purchase in advance. The use of most text and reference books will be free to the students of the Summer School. The text book on psychology and the one on general methods should be purchased by each student. Blank books, stationery, etc. will be furnished at cost.

Those desiring to board at the school will bring pillows, pillow-cases, sheets, white spread and blankets for single beds. Heavy articles of furniture supplied by the school without cost. Those occupying dormitories will take care of their own rooms while in attendance at the school and will be required to leave the rooms in good condition.

BOOKS REQUIRED FOR SUMMER SCHOOL.

All students will be required to purchase "Everyday Pedagogy" by Lillian I. Lincoln published by Ginn & Company of New York City.

Those taking Agricultural Pedagogy will need "The Rural School, Its Method and Management" by Culter & Stone, published by Silver Burdett Co., of New York City.

Those needing a special textbook on methods in Arithmetic should have "A Textbook on the Teaching of Arithmetic" by A. N. Stamper, American Book Chmpany, New York.

Wells & Hart's first year algebra published by D. C. Heath Company of New York is recommended for those who wish to purchase an algebra for private improvement and "An Introduction to General Science" by Bertha Clark, American Book Company, New York, publishers.

TERMS.

Registration fee	$ 1.00
Board for term in advance	18.00
	$19.00

Faculty.

JOHN O. SPENCER, PH. D., ... *President.*
THOMAS H. KIAH, A. M., *Psychology, Pedagogy* ..... *Principal.*
JOSEPH LOCKERMAN, *Mathematics* ..... *Head Master.*
JOHN E. SMITH, ... *Science and Home Gardening*
AGNES WRIGHT, ... *Domestic Science, Rural School Improvement.*
LIDA L. BROWN, A. B., ... *English.*
FRANCES MURPHY, ... *Critic Teacher and Methods.*
ROY L. CORDERY, ... *Caning and Wood Working.*
VIRGINIA LOCKERMAN, ... *Matron.*

Students.

(Maryland is understood to be the state where none is named)

Bowen, Roxia S. ..... Berlin
Brown, Clara E. ..... Philadelphia, Pa.
Butler, Frank B. ..... Baltimore
Coleman, Lillian E. ..... Cambridge
Deshield, Elmer ..... Sharptown
Dorsey, Ethel M. ..... Union Bridge
Douglas, Mary A. ..... Hopewell
Elsey, Bertha M. ..... Nanticoke
Henry, Laura K. ..... Berlin
Jones, Maggie O. ..... Baltimore

Jones, Sarah E. ..... Nanticoke
King, Mary O. ..... Malcolm
King, Mary T. ..... Malcolm
King, Martha E. ..... Malcolm
Lockerman, Alice E. ..... Baltimore
Lockerman, Irvin ..... Baltimore
Lockerman, Virginia ..... Baltimore
Mason, Agatha S. ..... Baltimore
Postley, Mary M. ..... Selbyville, Del.
Short, Elizabeth E. ..... Baltimore
Stewart, Mary A. ..... Salisbury
Washington, Emma J. ..... Washington, D. C.
Wilson, Lillian M. ..... Cambridge
Williams, J. Thomas ..... Bowie

Year opens Monday, September 25th

Entrance and deferred Examinations Monday and Tuesday, Sept. 25th and 26th.

After September 29th a fee will be charged for deferred Examinations

Request for room in the College must be made in writing and accompanied by a deposit of $1.00. Deposit will be returned if application is rejected.

No deduction from fees for absence of first two weeks.

For further information address Dean William Pickens, Lit. D., Morgan College, Baltimore.

EXPENSES.

Entrance fee per year	$ 1.00
Athletic fee per year	2.00
Lecture and Magazine fee per year	1.00
Tuition and room rent per school month, four weeks	5.00
Tuition and room rent to ministers' children, (special)	3.50
Board and laundry, four wks.	7.50
Laboratory fees,—Science classes (half on entering) per year	5.00
Tuition only, (day students) 4 weeks	4.00
Tuition only, (ministers' children	2.50
Music, per year, use of piano	18.00
First payments, including deposits:	
Boarders	29.00
Boarders, ministers' chil-	26.00
Day students	12.00

Books at cost.

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Morgan College and Branches,

J. O. Spencer, A.M., Ph.D., Pres.

Morgan College

Fulton and Edmondson Avenues

Baltimore

ATTENTION is called to the Preparatory, one Normal and two full Collegiate courses, the last leading to appropriate degrees.

TERMS for either day students or boarders are VERY REASONABLE, but little more than the cost of living at home.

For information, address

WILLIAM PICKENS, A.M., Lit. D., Dean,
Morgan College, Baltimore.

Princess Anne Academy

Princess Anne, Md.

(Eastern Branch of the Maryland Agricultural College)

THOMAS H. KIAH, A.M., *Principal.*

PREPARATORY, Normal and Industrial courses. The last include complete instruction in Carpentry, Joinery, Blacksmithing, Wheelwrighting, Printing, Agriculture, Dairying, Home Gardening, Cooking, Sewing, Dressmaking, and Millinery.

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COURSES in Preparatory and Normal subjects. Instruction in Cooking, Sewing, Dressmaking, Household Arts and Gardening. Graduates find ready acceptance as teachers in Virginia.

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C
M823

Dr. O'Connell in the field.

OCTOBER, 1916.

Volume VIII
Number 8

THE MORGAN COLLEGE BULLETIN

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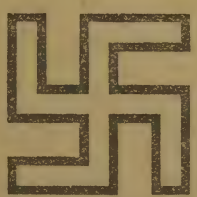

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Morgan College Bulletin

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Associate editor for Princess Anne Academy—Prin. T. H. KIAH, A.M.
Associate editor for Virginia Collegiate and Industrial Institute. —Prin. FRANK TRIGG, M.A.

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MORGAN COLLEGE

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William Pickens
Charles Edmund Young
Coralyn Lorena Clark
Charles Albert Johnson
Robert Daniel Williams
Fanny Emeline Spencer
Grace Howard Smith
Eslander Viola Thomas
William A. Johnson

VIRGINIA COLLEGIATE AND INDUSTRIAL INSTITUTE

Frank Trigg
Ellen Preston Trigg
Harriet Amanda Woolford
Diana Beulah McNeil
Ethel Mae Gillespie

PRINCESS ANNE ACADEMY

Eastern Branch
Maryland State College of Agriculture

Thomas Henry Kiah
Daniel James Pinkett
John Elliott Smith
Roy Leonard Cordery
Alice Marie Carroll
Stephen Handy Dix
Lida Lavinia Brown
Robert Alexander Grigsby
Joseph Everett Oliver
George Calbraith Dennis
Sara Frances Tyler
Mabel Constance Baugh

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The Morgan College Bulletin

VOL. VIII OCTOBER, 1916 NO. 8

E D I T O R I A L S

Rev. Pezavia O'Connell, Ph. D., D. D., In the Field.

BY a turn of the wheel of fortune, Dr. O'Connell well known to practically all the readers of the Bulletin, being available for special work, has been engaged up to the session of his conference in field work for Morgan College and Branches.

He will in every way possible urge the interests of the schools both financial and educational in the hope that with the special efforts being made for the Half-Century Fund the campaign will be fully and completely realized. Elsewhere we have presented an outline of plans for this Half-Century Fund marking an important epoch in the educational development of this section.

Dr. O'Connell is widely and favorably known as an orator, educator and preacher. He will of course receive a hearty welcome from the churches, ministerial meetings, district conferences and other gatherings where this great subject may be properly presented.

We would call your attention to the Half-Century Fund and to the auxiliary effort known as the Living Endowment Fund and to the form of pledge and the methods of presenting this publicly to the people. Dr. O'Connell will receive both pledges and cash and account for the same to the Treasurer's department of Morgan College. Churches and individuals making contributions will receive vouchers as soon as the cash is paid in.

As shown elsewhere a separate bank account will be kept for these funds and published from time to time so that all may know exactly how the work is progressing.

We look upon this campaign as possibly opening up effective plans for carrying the work into all the churches of the Washington and Delaware Conferences thru the medium of a regularly authorized field agent. The success of this enterprise will go far toward determining the advisability of a regular field agent.

THE HALF CENTURY FUND.

THE splendid resolution of the Washington and Delaware Conferences to raise $50,000 in three years as a half century offering in the cause of Education is a striking compliment to the ministry and membership of these Conferences as well as a challenge to the faith and purposes of those who stand for the best things in our racial life. It is bound to succeed for it has within itself the very energy of the people themselves and in its support some of the best men of the Church, men of vision and power.

In order to bring the achievements before us visibly from month to month we will print in the Bulletin the names of churches and of individuals making subscriptions and the amount paid on the subscriptions. The totals of the preceding month

will be noted at the top of the column and the amounts received in the month noted with names of the donors will appear.

When the results are reported in a lump sum from churches or organizations the name of the church, the conference if desired, and the amount will de printed. It can thus be seen by comparing issues of the Bulletin just how much has been contributed and by whom.

THE LIVING ENDOWMENT FUND.

AS an auxiliary to this Half Century Fund, by the suggestion of Dr. Pickens, a Living Endowment Fund has been authorized.

Many people would like to assist in a substantial way in the raising of funds, but cannot give in large sums at one time. A plan has been perfected which will allow such persons to subscribe certain sums, the interest to be paid annually at 5 per cent and installments paid on the principal sum as the donor may desire. In this way a very substantial sum may be provided, the interest and income only become available and the principal sum finally paid. An illustration will make the method clear:—

Mr. A subscribes $100. He pays down $5.00 being 5 per cent of the principal sum. At a date to be agreed upon he may pay a portion of the subscription, let us say $10.00. He will next time pay but $4.50 interest and may if he choose make further reductions in the principal. All payments on the principal will go to a permanent invested fund, only the interest being available for general expenditures.

In this way it is hoped to build up a strong endowment fund from many moderate subscriptions. It is believed that this can be done without undue pressure or hardship upon any who may subscribe. Every payment on the principal sum reduces in proportion the interest payments.

For the Half Century Fund and for the Living Endowment Fund separate accounts will be kept. Against those funds shall be charged the cost of collection and to these funds will be credited all amounts paid in. The financial statements will therefore disclose the exact state of these funds at any time.

The opportunity offered to co-operate in a great work, a much needed work, is unique. it is hoped and expected that many will join in this compaign. Forms of report and of subscription are printed in this magazine. Blanks will be furnished to all applying.

AN INVESTMENT.

By Wm. Pickens.

SOME people have more money than they have use for,—even some who are not millionaires. People have been known to have more money than they knew what to do with, even tho they did not have much. They hid it in chimney-corners, under the "third brick" of the hearth, up in the loft, in old stockings or shoes, in stumps, or in the ground. Buried money cannot shine; its use is suspended; it is a clear waste. money is a useful and usable article, like a hat or a shoe, and is going to waste all the time when it is *not* being used. A silver dollar, hid in a stump for a year, may at the end of the year be just as big (tho less bright,) but it will have lost six or

eight cents of income which it should have added unto itself.

Some trusting colored people leave their money with their employers,— sometimes piles of money. And when some of them die, the money is never heard of again. This is usually a poor business arrangement, and is not to be recommended.

Morgan College is an opportunity for all such persons to make a good investment. Your money could be placed there securely and the College permitted to use it for the income,— for scholarship aid. You would lose nothing and the College would gain something.— Or you could leave money with the college in trust for the education of the child for whose welfare you are responsible.

And some people die, too, without making a will. To make a will does not shorten one's life. It could be shown that people who make wills, live on the average longer than those who do not make wills.— In the first place, it is poor manners to die at all, unless you just have to; and in the second place, it is worse manners to die if you must, unless you have directed every cent you are leaving to some good purpose. Morgan College undoubtedly offers the finest opportunity which any Negro in Maryland can find to make a safe and reputable investment for future good.

With one hundred dollars willed to Morgan College you may perpetuate your name and so much of your good work long after you yourself have ceased to be. You are an episode; Morgan College is an institution. The nearest way to attain immortality on earth is to join your streamlet to the main stream of some good institution.

When the colored people make the same mark in giving which they have already made in getting, their mark will be a circle. At present it is just an arc or a semicircle; it is not "rounded out." Do you actually want to do good, living and dead?— Look at the forms of bequest at the end of the catalog, on the inside of the cover. If you need a catalog of Morgan College, write us for one.

CORRELATION OF ENGLISH COMPOSITION WITH OTHER STUDIES.

Robert A. Grigsby.

The correlation of school studies, according to a noted educator, means a treatment in which knowledge or discipline derived from one subject is brought into connection with knowledge and dicipline derived from other subjects. With no subject is such a treatment as this more applicable than with oral and written Composition., for verbal expression is the basic principle of all education. What ever one learns, whether in science, art or litterature, must be expressed in some form., and in proportion as one is able to express one's knowledge clearly and difinitely, in that proportion is one's knowledge serviceable.

Let us see first how other studies help english composition- One demand made upon the student of composition is interest. Whence then is his source of interest? If he wishes to interest other folx, he must have something to say, about which, he knows a little more than they. So a student of composition should feel free to draw his material from any field of study. The boy just out of the machine shop or carpenter shop., or the girl from the domestic science and art room or the music hall, is always teeming with information. Why should not this information be worked into effective composition? Material for composition, gathered from various branches of studiesseldom lacks interest.

Other demands made upon the student of composition are impressiveness and effectiveness. If the studies, other than composition are skillfully handled by the instructors in charge, the student will not fail to be so impressed with the work that his report of it will be also impressive and effective., thus these bemands upon the composition are satisfied. The proficient student of English composition, therefore, is he who has a wide range of interest and who can work that interest into most effective expression.

Now let us see how English composition helps other studies. It seems to be an american tradition that good speech ond good writing should be confined to the English class room, and that any sort of expression will do every where else. The man in business, no the farm, or in the shop, is not expected to attempt correct expression. I admit that the use of universal standards of expression is impossible, but America seems to be further from the realization of the impossible than many European countries. Correction of studies, however, is a long stride toward reaching the ideal refered to above. But correlation is impossible without cooperation.

Every teacher in every department of the school should feel that he is a brother worker to the teacher in English composition, and the teacher of English composition should hold the same attitude toward the other teachers. The student should be led to feef that he must be accuraet in his expression in whatever department he happens to be. He should ever be mindful of the standard

exacted by the English department. In written work all department shoul dadopt uniform requirments in form such as, heading, ink, margin, etc. If this were done, the application of these requirments would soon bscome habit with the student, then good forms, at least would characterize all of his work.

A few quotations from the description of the plan of cooperation in the teaching of English composition in a Boston high school afford valuable suggestions: "To keep the students on the watch for accurancy, effective and smoothe composition in all their work, they are informed that at frequent, though unstated, intervals their papers on other subjects will be corrected by their english teacher to ascertain their observance of the principles taught in the English classes.

Teachers of other subjects demand that the work be clear and substantially correct in spellping, punctuation, and sentence structure.

Again, a conscientious attempt is made to teach pupils how to answer questious in other subjects. In the first year, English is correlated with History, in the second, with Commercial Geography, in the third, with Local Industry and Civil Government, and in the forth with business Law and Economics.

The result is easier work for teachers and the pupils. The pupils can measure their success in one class by their achievements in the other.

These plans have proved successful snd are worthy of trial in other

The proper correlation of Engiish Composition with other studies is after all the best educational economy. Students passing to the higher grades do not find themselves handicapped by deficiency inexpression. The high school, therefore, does not have to repeat for the student, the work carlessly done in the grades, nor does the college have to repeat the work done in the high school.

The school that works most faithfully for the best correlation of studies is the school that is preparing the student for the best usefulness.

"Ideal Conditions" said a Committee of Seven, "will prevail when teachers in one field of work are able to take wise sdvantage of what thier pupils are doing in another field fo work.

THE NEGRO ORGANIZATION SOCIETY.

THIS society was made possible at Hampton a few years ago. From its start it grew in favor and made friends rapidly throughout Va. Like all the things that have had their beginning at Hampton it went back to the principles underlying the founding of Hampton Institute.

"Thought once awakened does not again slumber; unfolds itself into a system of thought; grows in man after man, generation after generation, 'till its full status is reached, and such a systm of thought can grow no farther but must give place to another."

The James River Campaign lasting from Aug. 28th to Sep. 1st, had its object the same thought that moved the great Samuel Champaign Armstrong to found Hampton Institute, and is being carried out in an ideal itinerary, embracing five points, with topics to be treated thus:

1. Better Farms
2. Better Schools
3. Better Homes

Dr. R. R. Moton, Principal of Tuskegee Institute, is the Presi-

dent and leader of this organization. Gathered about him were Prof. J. M. Gandy of V. N. & I. I.,
Rev. A. A. Graham of Phoebus, Va., Mr. B. Williams, agent for the Jeans and Slauter Funds, Prof. Corner of the State N. & I. I., Mr. R. N. Dett, Director of Music at Hampton Institute Dr. L. L. Downing of Roanoke, Va., Dr. T. C. Erwin, agent of the Society, Prof. E. A. Long of Cambria, Va., Major Allen Washington of Hampton Institute, Mr. Chas. Stewart, reporter for the Associated Press and Mr. Frank Trigg, of the Virginia Collegiate and Industrial Institute, Lynchburg, Va.

This party of men met at Suffolk, Va., Aug 28th at 9:45 A.m. and began their itinerary as follows:

Franklin, Va. was the first point. There they presented to a lange audience of farmers and buisness men, white and colored, the purpose of the campaign, threefold as afore stated. The speeches were well prepared, presented and and received. Each speaker was full of living factf which engaged the attention of every member of the audience, thus giving opportunity of making a lasting im pression. During the five days of the Campaign there was not a sen tence uttered that gave offence to anyone in the audience. Every statement was direct and pungent.

The meeting at Suffolk, Va., was held in the theater and was attended by both races. The visitors were welcomed by the Mayor and addressed by the Judge of the Court.

The next point was Isle-of–Wright Court House. This county was of much interest to the party because it was here that Nat Turner, the famous insurrectionist created so much excitement among the antellum whites and gave occasion for more carefuloverseering of the plantations. The old tree on which Nat Turner was hanged still stands. An old ditizen pointed out a tree on which he said Nat Turner's ears were nailed. The meeting was excedingly interesting at this point. The party was welcomed by a prominent young white lawyer who declared himself in favor of such a campaign and said that he believed it would greatly assist that class of Colored people who never got out of the county to hear progressive advise along domestic and economic lines. He said that his love for the race had come from his foreparents.

The party went from here to what is called Jamestown, situated on the left bank of the James River, but there is no town here, a few scattered houses only. The old church that stood here in 1617 with its tower is partly in tact. There are several facts concerning this point that gave the party special interest. It was on this spot of ground in 1619 that fourteen Negroes were sold into American slavery. We tried to stand on the ground where the first feet of of our Race stood. The guide was a young white man well informed on local historical facts. A part of the walls of the old church and the tower which served as a signal loft for the worshipers below have stood well through the centuries. The tower is about 20 feet high, 12 feet square and on each side about 4 feet from the top is an aperture through which a sentinel looked to discover the approach of the Indians. The old fort built of earth adjoining the church is in tact notwithstanding the many intervening years. We walked around the fort and stood on the rampart and thanked God for the day provided for us by the heroes of

that age. We were told that just in sight was the ground on which the Indian Massacre of 1622 took place when almost the entire colony was wiped out of existence. The surveyors of this Massacre buried their dead in plowed trenches and sowed wheat and grass seed to hide the place of burial. The graveyard connected with the church contains the graves of many of the early settlers: Pocohontas, John Smith, Governor Yeardly, etc.

The party went from Jamestwon to Surry C. H., and there met an overflow audience of Surry citizens who received it with enthusiasm. at this point the principal of the Virginia Collegiate and Industrial Institute addressed the citizens and introduced Dr. R. R. Moton, Principal of Tuskegee Iustitute, who spoke on, "Better Farms." He explained by what simple methods the farm may be improved within a short time to a point where it may be self sustaining. This was emphasized in splendid address by Mr. J. B. Pierce, farm Demonstrator. Prof. W. T. B. Williams of the Jeans & Slater Funds made a telling speech in the interest of primary and higher education. Mr. William is possibly the best informed man in the county on the condition of Negro schools and their needs. President Gandy of the State Normal School followed with a strong plea for the recognition of the Health Creed and Pledge of the Organization Society.

Within a short time the Organization has received 4000 pledges from families in Virginia to give closer attention to the laws of better health.

The entire Camgaign was full of interest from beginning to end. Led by Tuskegee's faithful President there seems to be nothing before it but success.

I was told by one of the party that the two mast yaucts on which it was our plsasure to live and travel during the Campaign had piled through those waters before and also the waters of the York and other arms of the James. It was owned by the man who wrote the Birth of a nation which was written on this yauct. The two occassions were so dissimilar that it became asubject of pleasant contrast in passing along.

One More Day's Work for Morgan.

John F. Monroe, Jr. Prep., '18.

I.

One more day's work for Morgan,
More joy in life for me.
Bright prospect's nearer
And learning dearer
Than yesterday to me.
Her love and light
Fill all my soul to-night.

II.

One more day's work for Morgan
How sweet the work has been,
To tell her story,
To show her glory,
Where culture enters in.
How it did shine
On this poor race of mine.

CHORUS

One more day's work for Morgan,
One more day's work for Morgan,
One more day's work for Morgan,
More joy in life for me.

III.

One more day's work for Morgan!
O yes, a busy day!
But hope shines clearer,
Success comes nearer,
At each step of the way.
In Morgan all
Before its shrine we fall.

IV.

O blessed work for Morgan,
O work of love and joy.
Our work is pleasure
Our hopes are treasure,
And life for us is sweet.
Lord if we may,
We'll serve another day.

SCHOOL NOTES AND NEWS

BALTIMORE

Morgan College opened on September 25th with the largest Freshman Class in the history of the school.

Mrs. Pickens and the girls presented a fine program on the evening of the opening social gathering.

The Y. M. C. A. Stag Party was well attended by the new young men.

Secretary C. H. Tobias, of Y. M. C. A., paid us a visit in the first week of school.

Prof. James H. Carter is conducting a class in Stenography.

An after-noon class, meeting at 4:15 p. m. for the benefit of city teachers, is studying German under Dean Pickens.

Senor Cecilio Correa Olivera comes all the way from Havana, Cuba, to study English at Morgan. He will be in the Dean's second year Spanish class and in one of the English classes.

Mrs. Steel, Founder of Colored Orphanage in Chattanooga, visited Morgan college Oct. 3rd and conducted chapel exercises.

Prof. Allen Whaley, of Boston, Mass., visited Morgan College on Oct. 10th and spoke at the chapel exercises.

Prof. Tate, of Kingston, Jamaca visited the College and attended the exercises, Oct. 13th.

PRINCESS ANNE, MD.

Dr. G. L. Gordon, business man, ager of *The Southwestern Christian Advocate*, was a visitor to the school last week. His words of encouragement will be long remembered by students and teachers.

Dr. P. O. O'Connell, Professor in Gammon Theological Seminary, was also a visitor. As usual, Dr. O'Connell dropped words of wisdom and hope. We trust he will come soon again.

Rev. Dr. A. R. Shockley and Rev. Waters were also among the visitors to the Academy.

Mr. Joseph E. Oliver, our instructor in Blacksmithing, was called home on Friday, October the 27th, owing to the illness of his mother.

Principal T. H. Kiah was called to Baltimore the week of October 23d, for a few days on business.

The young men of the Blacksmithing Department, under the supervision of Mr. Oliver, are installing modern facilities in bathing, etc., in the boys' dormitory. A room for the purpose being remodeled by the boys of the Carpentry Department.

The young men of the Carpentry Department have been busy for the past three weeks remodeling a fifty-foot cow shed by putting in new posts, plates and an entire new roof. In addition they have about completed a new fifty-foot building for the same purpose. The building of an instructor's cottage is their next task. These young men appreciate as much as their instructor the opportunity for real work.

Miss Mabel Constance Bäugh, the newly appointed teacher in the Domestic Art Department of Princess Anne Academy, is heartily welcomed

into our Faculty. She is fully prepared and efficient to perform the duties of her department. Miss Bäugh is a graduate of the Public Schools of Philadelphia, the McDowell School of Dress-making, Philadelphia, and St. Luke's Episcopal Art School, Philadelphia. She has pursued special art courses at Drexel and Pratt Institute. For seven years she was the teacher of Domestic Art in Bordentown, N. J.; and was also demonstrator of art work for Bordentown School at the Emancipation Celebration held in Atlantic City, N.J.

Miss Sara Frances Tyler, also a newly appointed teacher and head of the Domestic Science Department of Princess Anne Academy, is a graduate of Flushing High School, Ohio. She pursued special courses in Domestic Science at the Cheyney Training School for Teachers, Cheyney, Pa., 1912—15, and was teacher of Domestic Science at the Howard Orphanage, King's Park, Long Island.

The farm boys are happy in the corn fields the corn is piling high in the crib and the shocks are gettiny fewer in the fields. The boys know Jack Frost is coming.

Just about noon each day a visitr would think that we belleve in military preparedness. Two Companies of girls and one Company of boys, to the accompaniment of music from the school band wiil be found going through the simpler forms of military tactics. Its an innovation but the girls are falling in line well.

Hon. E. Walter Giles, one of our Trustees presented an Encyclopedia Britannica of twenty-nine books to the school.

Rev. J. H. Russium a former student of Princess Anne Academy and a graduate of Lincoln University was a visitor this week Monday the 30th.

Honor Roll.

The students' honor roll has been posted. The first five students of each claas showing the highest average, eighty and above, are classed as follows:

2nd Semester. Feb.—May, 1916.

FOURTH YEAR

James E. Colman	94.84
Mary E. Wilson	92.40
Edward N. Wilson	91.30
James C. Finney	87.38
Josephine H. Brown	86.13

THIRD YEAR

Hyland R. Moore	91.38
Andrew D. Wilson	86.40
William E. Matthews	83.91
Charles E. Clark	83.76
Alva O. Wright	82.15

SECOND YEAR

Marjorie Eaton	94.00
Ellis B. Adams	88.56
Pauline E. Dano	88.37
Esther C. Johnson	86.80
Victoria L. Pinkrtt	80.26

FIRST YEAR

Jesse L. Hull	92.00
Geoage H. Johnson	90.00
Olive D. Brown	88.35
Wm. H. Mears	88.30
Harvey Chase	87.08

EIGHTH GRAMMAR GRADE

Wm. E. Burton	86.09

SEVENTH GRAMMAR GRADE

John W. Jackson	91.30
Hayward Anderson	88.70
Elnora Keene	80.20

School Organizations Elect Officers

The Eliza Smith Lyceum opened Saturday evening, October 28th for the election of officers for the ensuing term. The following officers were elected:

Misses—Ellis B. Adams, President
Evelyn I. Mason, Vice President
Willie M. Webb, Secretary
Olive D. Brown, Asst. Sec'y
E. Daly, Treaaurer
Persis Waters, Chaplain
Viola Coulbourne, Sgt.-at-Arms
Irene Nutter, 1, "
Bertie Johnson, 2, "
Selena Black, 3, "
Alva Wright, 4, "
Critic—Miss Mary Allen
Editress — Miss Magdalene Johnson
Music and Art—Miss Greta Johns
Science & Invention—Miss R. Mason
Society—Miss Willie Harris
Humor—Miss Caddie Washington.

Program Committee:
Misses—Lola Green, Ethel Anderson, Bessie Thompson, Corinna Davis, Martha Dyer.

The B.O. Bird Lyceum opened on October 28th, 1916 for the election of officers. The following officers were elected:

A. D. Wilson, President
J. A. Spaulding, Vice President
N. A. Miller, Secretary
W. E. Burton, Asst. Sec'y.
K. S. Gale, Treasurer
M. D. Wright, Sgt-atA-rms
B. Dennis, Librarian
H. R. Moore, Critic
D. L. Ridout, President of Saturday Evening Bulletin.

The Living Endowment Fund

for

Morgan College and Branches

THOSE WILLING to subscribe to this endowment will pledge a certain sum and pay five per cent interest on this sum on or before March 1st of each year and will continue to do so as long as able.

¶ Those who make payments on the principal sum will have both principal and interest reduced in proportion to payments made.

Pledged and Paid to October 31st, 1916:

NAME	*ADDRESS*	Total Pledged	Paid on Principal	Paid as Interest

The Half Century Fund

for

Morgan College and Branches

THIS FUND to mark the half century since the chartering of Morgan College is to be spent in securing site, making improvements at the Branches, paying debts and adding to the endowment of the College.

The Washington and Delaware Conferences have pledged to raise $50,000 toward this Fund. Others will also contribute.

The name of each person contributing one dollar or more will be published in the Morgan College Bulletin month by month with the totals carried forward each month.

Subscribed and Paid to September 30th, '16:

	Pledged	Paid

Year opens Monday, September 25th

Entrance and deferred Examinations Monday and Tuesday, Sept. 25th and 26th.

After September 29th a fee will be charged for deferred Examinations

Request for room in the College must be made in writing and accompanied by a deposit of $1.00. Deposit will be returned if application is rejected.

No deduction from fees for absence of first two weeks.

For further information address Dean William Pickens, Lit. D., Morgan College, Baltimore.

卐 卐

EXPENSES.

Entrance fee per year	$ 1.00
Athletic fee per year	2.00
Lecture and Magazine fee per year	1.00
Tuition and room rent per school month, four weeks	5.00
Tuition and room rent to ministers' children, (special)	3.50
Board and laundry, four wks.	7.50
Laboratory fees,—Science classes (half on entering) per year	5.00
Tuition only, (day students) 4 weeks	4.00
Tuition only, (ministers' children	2.50
Music, per year, use of piano	18.00
First payments, including deposits:	
Boarders	29.00
Boarders, ministers' chil-	26.00
Day students	12.00
Books at cost.	

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THOMAS H. KIAH, A.M., *Principal.*

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M823

The Power of Choice.

NOVEMBER, 1916.

Volume VIII
Number 9

THE MORGAN COLLEGE BULLETIN

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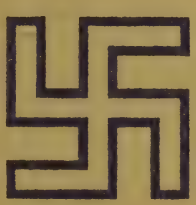

Issued Monthly

The earth is the Lord's and the fullness thereof; the world, and they that dwell therein. : :

—24th Psalm, 1st verse.

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Associate editor for Virginia Collegiate and Industrial Institute. —Prin. FRANK TRIGG, M.A.

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The Morgan College Bulletin

VOL. VIII NOVEMBER, 1916 NO. 9

E D I T O R I A L S

NOTICE

TO the district superintendents, pastors and laymen of the Washington and Delaware Conferences:

You are cordially invited, yes, urged, to attend the educational meetings noted below.

On Monday, December 11th in East Calvary M. E. Church, South Broad Street, Philadelphia meetings will be held similar to those in Baltimore. The afternoon will be devoted to a conference of workers and in the evening Bishop Anderson, Dean Pickens, Dr. O'Connell and others will speak. You can not afford to miss it.

BROTHER PASTOR, let us see you and your leading laymen at this meeting. Please accept this as your invitation.

—J. O. SPENCER.

THREE GREAT EDUCATIONAL MEETINGS.

AS a preparation for the great educational advance in the Washington and Delaware Conferences, the three great meetings, two in Baltimore, Friday, December 8th, and that in Philadelphia, Monday, December. 11th, should command more than ordinary attention.

The presence of some of our leading bishops in council with district superintendents, leading pastors and lay men, the great addresses by both white and colored men of distinction, ought to be worth the sacrifice necessary to attend the meetings. Add to this the fact that our people have made splendid achievements and the further fact that large and still larger things are planned for the near future, and we have a motive most compelling for this cause.

The meetings in Baltimore will be held in Sharp St. Memorial M. E. Church, corner of Dolphin and Etting Streets and in John Wesley M. E. Church, Sharp and Montgomery Streets at 7:30 p.m., Friday, December 8th. The musical department of the College and others will furnish music for a half hour at the opening of the meeting. The District Superintendents, pastors and laymen, including the women, are requested to meet in Sharp St. Church at 2:30 P.M. for a conference on this educational cam paign.

The meeting in Philadelphia will be held in East Calvary M.E. Church on Monday evening, December 11th, 1916 at 8 p.m. A conference of workers will be held at 2:30 in the afternoon.

It is hoped that all the churches in the two cities mentioned and in their vicinity will reserve these dates for the meetings planned and will join in this important work.

THE POWER OF CHOICE.

Roy L. Cordery.

THE real majesty of man is his power of choice. Emerson says "Light is light which radiates. Blood is blood which circulates. Life is life which generates."

May we not say, "Man is man who wills?" All human achievements, so far as we can trace them, go back to volitions. The will sits upon the throne of the soul. The will is the central self. The volition is the man in action. We can arrange all phenomena into cause and effect, but we stop at the will. Here we find uncaused causes. Here is the secret and essence of personality. Here man finds his vital, relation to his maker. Here the human soul bears the image of God. A man wills; a great work is done. A man wills; a new force is introduced into the world; new causes begin to act; long streams of tendency flow; consequences fill a thousand years; the world is permanently changed. A young man in a moment of time puts forth a will. His whole subsequent life takes its tone and color therefrom.

Sitting on the portico of a hotel at Long Branch, Admiral Farragut said to a friend, "Would you like to know how I was enabled to serve my country. It was all owing to a resolution I made when ten years old. My father was sent down to New Orleans with the little Navy we then had to look after the treason of Burr. I accompanied him as a cabin boy. I had some qualities I thought made a man of me. I could swear like an old salt; could drink as stiff a glass of grog, as if I had doubled Cape Horn, and could smoke like a locomotive. I was great at cards and was fond of gaming in every form.

At the close of dinner one day my father said to me, "David what do you mean to be?" "I mean to follow the sea." "Follow the sea? yes to be a poor, miserable, drunken sailor before the mast, kicked and cuffed about the world and die in some fever hospital in a fever clime."

"No," I said, "I shall tread the quarter deck and command as you do."

"No David no boy ever trod the quarter deck with such principles as you have and such habits as you exhibit. You will have to change your whole course in life if you ever become a man."

My father left me and I went on deck. I was stunned by the rebuke and overwhelmed with mortification. "A poor, miserable, drunken sailor before the mast, kicked and cuffed about the world, and to die in some fever hospital. That's my fate." Something rose within me and I cried, "I'll change my life and change it at once. I will never utter another oath, never drink another drop of intoxicating liquor, I will never gamble." As God is my witness I have kept those, three vows to this very hour. Shortly afterward I became a Christian. That act settled my temporal as well as my eternal destiny."

Momentous indeed is the moment of generic choice. We are at liberty to choose. The key to the storehouse of the worlds greatest treasures comes once to every individual. What ever else we have, we must have wisdom to give it value.

A shepherd boy in the Alps while minding his sheep saw a strange flower at his feet. He picked it up and a door opened in the hillside. He entered and found a cave piled up

with gems, in the centerof which sat a genie who said, "Take what you wish but don't forget the best."

He dropped his flower and loaded himself with jewels. Then he went out. A voice seemed to say, "Don't forget the best." Then he remembered his key flower and turned to pick it up, but the door was gone and in a moment all his gems had turned to dust. He had forgotton the best after all.

O for the wisdom to choose the best and for the will to pursue that choice. Matthew Henry reminds us that Absalom who was a fool wished himself a judge, while Solomon who was a wise man trembles at the undertaking and suspects his own fitness for it.

The more knowing and considerate men are, the better acquainted are they with their own weaknessess and the more jealous of themselves. The strongest principle of life lies in human choice.

"Honor like the shadow follows those that flee from it, but flits from those who pursue it."

THE INFLUENCE OF PERSONALITY.

Diana B. McNeil.

IT is a human characteristic to want, and to enjoy association, indeed, more than that, it is a human necessity; for it has been truly said, "No man liveth unto himself." The consequent congregation of people into communities, and the association of individuals one with the other necessarily results in an interchange of ideas and the reaction of life upon life.

It has formerly been held that of the two great factors that condition individual life, heredity and environment, the first was the more potent. Modern thought and study, however, has shown that the formation of character is more largely dependent upon environment than has heretofore been recognized. By environment is meant not only those external conditions of proper home surroundings, of material and educational advantages, but also the effect of the lives of our associates, of the people with whom we come in contact; in other words, the influence of personality. It would be futile to endeavor to define technically this element called personality. Suffice it to say, that it is a characteristic and peculiar quality which distinguishes each individual from all others. And as the personality is distinctive, so is the influence exerted by that personality. Each one creates and exhales its own atmosphere. Some personalities are almost neutral, creating no atmosphere whatever. Others give off a bad atmosphere, like the rank, poisonous odor of noxious weeds. What makes a child have an instinctive aversion to some people? Still other individuals create such an atmosphere of wholesomeness, that we long to linger in it, breathing there in a sense of serenity, of ennobling thought and aspiration.

But the influence of personality is exerted with more specific results which are noticable in all conditions and stages of life. A group of children playing together will follow the guidance of that one of their number who manifests the strongest force of leadership. Or, how many have not seen the little girl who would be like her mother in making her toilet before a long mirror, or the little lad who with huge spectecles pours over the "Evening News" by

by his father's side? We connot estimate the results of the sway exerted by individuals at this most impressionable period of life; for often many traits and habits noticeable in after life can be traced directly to personal influences during childhood.

Not only in childhood, but also in other stages of life are we subject to the subtle influence of personality. There is told the incident of a girl who is typical of some types of human life. This young girl was most changeable in her choice and making of friends. She was one of those neutral personalities, and thus during the time she associated with each of various companions, she took on that one's most prominent characteristics. Her disposition and traits therefore became as changeable as does the color of a chamelean upon occasions; she would be proud and arrogant, wilful and determined, gentle and loving, all in turn according to her association,—so completely was she under the dominance of other personalities.

This power of personality can also be exerted without direct contact. How many hearts have been inspired and uplifted through merely reading of lives like those of Martin Luther, John Wesley, Abraham Lincoln or Frances Willard! Such characters give us new insight, fresh courage and purer faith, and by the impulse of their example inspire us to nobler life.

It is said that Kingsley when once asked what was the secret of his strong and joyous life, answered: "I had a friend." The influence of the character of this friend was that which gave the quiet serenity and deep settled peace of Kingsley's life. This reply was not only a tribute to a noble friend, but is also a forceful illustration of the influence of one life upon another.

The power of the influence of personality thus is an undeniable fact. We are compelled to recognize it. But we must not loose sight of its mutuality. There can be no reaction of life upon life without each giving out some influence. We then realize we each have our part, our duty and responsibility in this matter of personal influence. Just as we have a duty to ourselves in regulating our associations so that the best influence may come into our lives, just so do we owe the same uplifting and ennobling atmosphere to the lives of those with whom we come in contact.

THE SCHOOL THAT EDUCATES.

D. J. Pinkett.

THE school that educates is always on the alert to have its students prepared for any emergency. It is really after all the school of preparedness, and since this is true much is expected of its students, more of course than of the primary school student. The students in a school that educates are expected to know their subjects thoroughly well, while it would not be expected of the small child in the primary school to know his subject thoroughly well. It would be absurd to expect thoroughly prepared lessons of most of the primary school students as it would be to expect him to drink all the tea the cup contained and leave the sugar.

The students in a school that educates should make an effort to know their subjects, in fact it should become a part of them.

In the school that educates it is sincerely and intelligently believed

that the educational functions of knowledge are to nourish the mind, thus students of the school live a real life of joyful activity. They go to their work with an eagerness comparable only to that which they approach the dinner table or any kind of play or any of the natural activities of the body or mind.

There always seems to be a motive inherent in the work, and it really supplies a felt need. The activities employed in the process of an education are no more unnatural than those essential to one's physical growth. The mind is as natural as the body, and when it is healthy and normal, I might say, requires no more violation of nature for its growth than that of the body.

After all the work of the school is the work of the students and not for old folks to student pattern, though that is often the case.

There are activities suitable to the student and they all have a purpose acceptable to the student mind. The tasks dictated for a purpose, obvious to the instructor alone and for the welfare of the student, do not always appeal to the student however, therefore they do not in all cases cultivate that most necessary of powers, the power to labor, and to drudge even for a higher, though a more remote end for this power comes only from appriciation of the worth of this remote end, (not from blind obedience to another's will). It is this appriciation of the worth of the end that supplies inspiration necessary to carry us through long years of dreary drudgery toward a long sought goal, and this end is evident in the true school that educates, "resting according to the biological analogy upon the belief in the living, growing mind requiring nourishment." It is lacking however in all schools founded upon no other basis.

In this school the students acquire intelligence, for the air is charged with it, they not only know the common things of every-day life, but they can apply them in a thousand ways not dreamed of in the non-educative school. They can read, write and cipher for they continually use these arts to express the thoughts suggested by the thousand things learned in their school life and their knowledge of their surroundings in life are real.

The students also receive discipline, for they work as they never do in other schools not imbued with the same spirit. They work with a will because they work with a motive in view. I might say here that the student gets the kind of discipline and training that the man gets who toils night and day to perfect an invention for the advancement of civilization.

The motive is inherent in and consistent with the work itself. This is the only true discipline which develops self-direction, self-sacrifice and the subordination of ease and all lower pleasure to a higher joy of work for achievement. It cultivates moral power, and a law within, in place of the hypocritical yielding to external force too often bred in the supposed to be disciplinary school.

This school also furnishes the higher intelligence, the broader culture and vastly richer I might say than that of the what might be called the practical school.

In no school is knowledge so highly valued. The whole broadening curriculum which is the most noticeable phenomenon of our modren

school is due to the spread of the belief that the mind is to be nourished by knowledge. Literature, history science, music, art, sociology, manual training and domestic science have come into the school through this door.

In the school that educates the students are made acquainted with their material, social and spiritual environments as in no other, not because there is such an environment a knowledge of which is useful, but because this knowledge furnishes the best nutriment to the mind growing into organized society, whose material environments to spiritual ends constitute its chief claim to, I might say superiority.

In this school the students engage in many activities, employing all the powers of the mind. They express in many ways what they receive and thus make it their own incorporated into the very constitution of their minds, and various means of expression it grows into the fiber of their beings, and makes them strong and adaptable, even as an athlete by exercise, makes his food a part of himself.

Thus and thus only is the student best fitted for high moral aims and social efficiency.

EARLY METHODS OF RECORDING EVENTS.

First of a series of topics dealing with the Art and Practice of Typography.

By G. C. Dennis.

PART I.

The words *printing* and *typography* are synonymous to many people. As far as the definition, given in the Standard dictionary, is concerned, the word *printer* means, one who is engaged in Typographical printing, *i. e.*, printing by means of composed movable types. This definition, however, is misleading, as there are many kinds of printers. There are lithographic printers, textile printers, steel and copper-plate printers, linotype printers, etc.

The word "Typography" is from the Greek, *typos*, or type; and *graphe*, or writing,—type-writing. "Typography," therefore means printing from movable types.

There is a dispute among authorities about the origin of typography, but it is a fact that printing was done by means of movable types at Mainz, Germany about from 1448 to 1455 and from there spread over Europe. Before that time books were written by hand or printed from crudely engraved blocks of wood.

The thousands of years preceding the invention of printing are known in history as the Middle Ages; and from the fifth to the eleventh century of this period, is known as the Dark Ages, because Europe had relapsed into a kind of barbaric state,—intellect at the lowest ebb.

Latin had been the language of intellectual Europe up to the period when Rome fell, (476 A. D.) and one of the influences that led up to this dark period was due to the very fact that Southern Europe was flooded by barbarians from Germania in the North—the Angles and Saxons, who settled in Britian; the Franks, Burgundians and Goths, who settled in Gaul (now France) and Germany; the Vandals who settled in Spain, and the Lombards, who settled in Italy. Thus Latin as a common language died.

Altho dead to most of the population of Europe, Latin was made the official language of the Christian

church, and during that period of the Middle Ages when French, Spanish, Italian and English were in a state of evolution, it afforded a means of keeping alive in written books the knowledge the world had gained.

"Manuscript Books" were so called from the Latin words *manu scripti*, meaning, *written by hand*, and the initials of these two Latin words are frequently used for the word "Manuscript," *i. e.*, MS.

The materials upon which books were written have at various times been clay, stone, wood, lead, skins, papyrus and paper. Looking back six thousand years to the beginning of recorded time we find the Chaldeans (Babylonians and Assyrians) writing pointed characters with a sharp stylus upon damp clay, which was made permanent by baking until hard. In 1845 a library of baked clay tablets was discovered among the ruins of Nineveh. Some of these tablets are now in the British Museum, the most interesting being one which is broken into many pieces, containing an account of the flood.

Twenty-five hundred years before Christ, when the great pyramids were being built, the Egyptians wrote upon papyrus, a plant growing on the banks of the Nile. The inner portion of the plant was stripped, and the strips laid across each other, pressed and dried. The squares of material thus made were then joined together to form a long strip which was rolled around a rod. Upon papyrus is written one of the oldest books in the world, the "Book of the Dead," now in the British Museum. This is a literary work of a half-sacred character, and copies were placed in the the tombs with the embalmed bodies of Egyptians.

Supposedly under the patronage of Rameses II, Egyptian ruler, about thirteen hundred years before the Christian era, many books on religion, law, medicine and other subjects were written, thereby creating a great library.

The Chinese wrote with stylus, bird quill, or brush upon tablets made of bamboo fiber. It is impossible to state accurately the antiquity of Chinese methods. Ink, paper and printing from blocks were all credited to the Chinese during the early Christian era, and even the first use of separate types is credited to "Pi-Shong," an early Chinese printer and blacksmith. It is thought that the printing terms *pi* and *pied type* are derived from this source.

Dressed skins and palm leaves were used by the Hindoos.

The Hebrews wrote upon stones and animal skins. In this manner they preserved the Old Testament, and gave posterity one of the most wonderful books ever written.

—To be continued.

GERMANTOWN BREEZES

Mabel C. Baugh.

Every other month, some of the breezes of Germantown, Philadelphia; will blow softly through this Bulletin; as, *Sign Posts* to the road of success. You cannot learn to win, until you learn to lose. Temporary failure is a chrysalis, from which many a full-winged success has soared. The knowledge that a setback, is sometimes a timely brake, instead of a permanent break, is a tremendous factor in the building of a career. *Bumps* and *thumps* are frequently signals, which warn you of a wrong line of direction. Hard slams are splendid lessons, if they teach

you to rebound. Everytime you fall, and recover you gain confidence, and bear a shield, on which every discouragement will shatter. The right things are so few, and the wrong things are so many, that safe principles, can only be learned through elimination. The first strokes of the artist are not wasted, even if they are erased. The first test of the chemist are seldom correct, but they tell him what proportions need not thereafter be considered, and thus narrow down the feasible formulæ, out of which the correct combinations, can be more easily reached. The shape of the seed, has nothing to do with the form of the fruit. The clumsiness of the novice does not indicate his future capability. The outset fixes neither the time, nor the place of the victory. Setbacks can only check you—your chance is merely delayed, your prospects are unimpared, if but your *courage* survives. You are entitled to make a mistake, every time you try to do a new thing; but if you do not make the same mistake twice, it is an investment and not a loss—you have added to your assets another piece of wrong information—you know something else on which not to waste your time. Until every foot of the mountain has been prospected, the miner has a show to find ore. Until every expedient of the law has been tried, the attorney has a chance to win his case. Until every plan of selling has been considered, the merchant can still hope for a turning of the tide. Defeat does not exist, where it is not acknowledged. It is seldom the men with greatest material ability who climb to the top, but oftener the plodder, the "won't-quits." It is the men who keep on as long as they keep up, who expect to make good; ,the next time—who forget the buffets of to-day, in their dreams of tomorrow—who make of their belief in themselves such a tremendous capital of determination and zeal that they overcome all opposition. There is a strain of success in every nature, and application to a fixed idea, is time to bring it out. No matter how many times you have faced a locked door, "Try again," is the pass key, that will get you inside. You can not really lose, until you have lost your grit. If you keep afloat; you will land. The swimmer who despairs, because he cannot see the shore, will not reach it. The future is always ahead; it is the *grab-bag* of life with a prize for all who keep reaching. With these last words, I say farewell, till my next issue.

SCHOOL NOTES AND NEWS

BALTIMORE

The Freshman Class of Morgan College boasts of nineteen members at the present time, with the expectation of one more in the near future.

We welcome Mr James E. Coleman, who after winning the Morgan College scholarship at Princess Anne Academy, attended Howard University for about one month, but at last decided to come to Morgan College and join our Freshman Class, in which he is very much interested.

To the regret of us all, Miss Elizabeth Wilson of Clarksburg, W. Va., who is a member of this class, became ill and, accompanied by her mother, returned home, on the evening of November 13, 1916. Miss Wilson has been operated upon for appendicitis, but is speedily recovering and hopes to join us after the Christmas holidays.

The male members of this class are very active in Athletics and also in the Morgan College Glee Club.

The class has been organized and the following officers have been elected for the year:
E. Everett Lane, President
Maslin F. Pinkett, V. President
S. Evans Dunn, Recording Secretary
A. Inez Kelly, Cor. Sec'y and Editor
Edward N. Wilson, Treasurer
Mary E. Wilson, Chaplain
James R. Webb, Sergeant-at-Arms

The Second Year Class of 1916–17 opened for business Thursday, October 11, 1916. The following officers were elected on the following Thursday:
Joseph G. Grant, President
J. Stanley James, V. President
Ethel Waters, Secretary
Louise Matthews, Ass't Secretary
Chas. E. Hobges, Marshall & Editor
Ellen K. Miller, Treasurer
Irving O. Anderson, Chaplain

On November 19th, the Academy of music, one of the largest theaters of Baltimore, was held a great memorial meeting in memory of Dr. Booker T. Washington and to raise money for the proposed addition of two million dollars to the endowment of Tuskegee Institute. The Morgan College Glee Club sang beautifully. Principal R. R. Moton, Secretary Emmett J. Scott. Principal Mason A. Hawkins, and others were the speakers.

On Monday morning, following the memorial meeting, Mrs. Booker T. Washington visited Morgan College and gave a helpful Address to the chapel audience.

The Preparatory Department of Morgan College and the Colored High school of Baltimore will hold their annual debate on January 18th, at eight p. m.

Subject, Resolved: That the President of the United States should be elected for a term of six years and ineligible for re-election.
Debaters to represent Morgan College will be chosen in December.

Misses Ruth E. Moore and S. Lena Stuart, members of the Sophomore Class, spent Thanksgiving day in Washington where they witnessed the very enthusiastic game between Howard and Hampton.

Mr. L. Jerome Harris was very cordially received by the Sophomores on Friday, December 1st, 1916. The class is always glad to welcome any of its ex-members.

THE ROAD TO SUCCESS.

J. Stanley James
Morgan College Academy,
Class '19.

I.

Go out and find a path
That will lead you to a goal,
On which thorns and thistles grow,
And winters are bitter cold.

II.

Pause on the road to success–
Look over hills and plains,
You will see the road you're pursuing,
And discover triumphal lanes.

III.

You've been wearied in the search,
All this you'll plainly see,
Hard is the road to real success,
'Tis the road of industry.

HELEN E. HAGAN PIANO RECITAL

On November 13th, Baltimore witnessed the most successful piano recital in the history of the colored people here. Miss Hagan was at her best, modest in manner and perfect in art. Rev. Charles E. Stewart showed up well in baritone. The College Glee Club sang splendidly; and Miss Fannie E. Spencer was superb in her four short songs.

The following program was rendered:

I. Prelude in *C* sharp minor..... *Rachmoninoff*

II. Rondo Capriccioso..... .. *Mendelssohn*

III. Baritone Solo.....from "Hiawatha".. .....S. Coleridge Taylor,
Rev. Chas. E. Stewart

IV. Transcription of Negro Melodies..... *S. Coleridge Taylor*

a. Let us cheer the Weary Traveller

b. "Bamboula"—African Dance

V. Morgan College Glee Club

VI. "Au Rouet"—(At the Spinning Wheel).....*Godard*

Liebestraeume—("O Lieb") .... *Liszt*

Wedding Day at Trolhogan..... *Grieg*

VII. Vocal Solo..... .... Miss Fannie E. Spencer

VIII. Scherzo in *C* minor.....*Chopin*

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Lecture and Magazine fee per year	1.00
Tuition and room rent per school month, four weeks	5.00
Tuition and room rent to ministers' children, (special)	3.50
Board and laundry, four wks.	7.50
Laboratory fees,—Science classes (half on entering) per year	5.00
Tuition only, (day students) 4 weeks	4.00
Tuition only, (ministers' children	2.50
Music, per year, use of piano	18.00
First payments, including deposits:	
Boarders	29.00
Boarders, ministers' chil-	26.00
Day students	12.00

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M823

The Growth of Industrial Education.

DECEMBER, 1916.

Volume VIII
Number 10

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PRINCESS ANNE ACADEMY,
PRINCESS ANNE, MD.

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John O. Spencer, President.

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Managing editor—President J. O. SPENCER, PH. D.
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Coralyn Lorena Clark
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Grace Howard Smith
William A Johnson
Annie Hazelton Lee
Ida L. Linstid
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Minnie McAlphine Pickens
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VIRGINIA COLLEGIATE AND INDUSTRIAL INSTITUTE

Frank Trigg
Ellen Preston Trigg
Harriet Amanda Woolford
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Alice Marie Carroll
Stephen Handy Dix
Lida Lavinia Brown
Robert Alexander Grigsby
Joseph Everett Oliver
George Calbraith Dennis
Sara Frances Tyler
Mabel Constance Baugh
Lucy B. Moore

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Miss L. B. Grant, who is principal of a two-room school at Airington, Va., visited us on the 29th of October. Miss Grant is making a splendid record and a good name for the institution.

Among the other visitors of the school were Mr. W. R. Watkins, a former principal; Mr. Stewart Giles, and Mrs. Bertie Massie both of whom are patrons.

We learn that Mr. L. L. Dean is taking a special course in Mathematics at Howard University. Mr. Dean is one of our strongest graduates.

The reception to new students was held, October 27th. The evening passed very pleasantly. The old students tried in every way to make the new comers feel at home and very happy in their new surrounding.

On the evening of Oct. 31st a Holloween Party was given. There were costumes of all descriptions from those of a clown to the closest imitation of Kings and Queens. It was an evening well spent in merriment and cheer, the kind that "drives dull care away." The whole affair had a cast of culture and refinement.

The school welcomes to its staff of teachers Miss Ethel M. Gillespie, a graduate of Allegheny College, and Miss Diana B. McNeil, a graduate of the University of Southern California.

If Miss A. G. T. had not misinterpreted a statement made by Mr. R. W. T. apologies would have been avoided.

PRINCESS ANNE, MD.

On November 7th, the Corn Club Boys of Maryland State College of Agriculture visited the Academy, and were entertained by the Academy Band and a program yells and folk songs. After the exercises, which were held on the Campus, the visitors were shown the departments of the Academy.

Messers W. P. Todd and J. P Gentry, on horse-back, marshaled the visitors from the town to the Academy.

Some of the visitors had never seen the Academy before, despite the fact that many are residents of Princess Anne and the vicinity. The School and its departments were highly emmended by those who went through on an inspection tour.

Rev. Dr. J. R. Brown, of Philadelphia, Pa., paid us a visit this month and delivered a timely and encouraging address one morning at Chapel.

Prof. Walker, supervisor of public schools in Talbott Co., Md., visited the Academy and rendered several vocal selections one morning at chapel exercises.

Lawyer Isaac Nutter, of New Jersey, paid us a brief visit this month. He was accompanied by his sister, Mrs. Hattie White and other friends all of Princess Anne.

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for ninety five out of every hundred students in attendance. One of the most important members of the body, is the hand.

It is a most remarkable example of sinewy power and muscular delicacy of touch, and when it is taught to obey an educated will, many of its acts fill us with profound admiration.

All the material results of twenty centuries of civilization accumulated for the enjoyment of this and succeeding ages are the fruit of hand labor alone, or hand labor united with brain labor. It is the hand at last which must write, and paint, and execute the wonderful harmonies of the musician. There is nothing accomplished in the world in which hand labor does not claim some share of the work and merit some part of the praise bestowed upon that work.

The purpose of industrial education, is to impress upon the minds of the young that to gain an honest living by hand labor is honorable.

We all know that the larger number of mankind must of necessity spend their lives at some form of hand labor. Only a few can become great scholars authors, poets, or statesmen. The main purpose of industrial education in life for most of us is to gain an honest support for ourselves and those depending upon us.

To do this, we must join the vast throng of workers who toil with hand as well as with brain, for that profit and treasure which will purchase the necessities and luxuries of life.

Therefore, to fit ourselves for this honorable calling, we need special training in manual industry for the vocation that we are to pursue. The successful man needs industrial education. How is it to be obtained? We must not only be instructed in the technical art of our work in schools expressly for that purpose, or in actual work under the direction of competent and experienced men, but we must also receive practical industrial training in our schools generally. We have a large number of students each year who graduate and leave school for active life.

The greater percentage of these young people have foolishly adopted the higher professions, which the majority of them are not called to fill.

They squeeze into over-crowded professions in the false hope of saving themselves from the dreaded hand labor, which they have in some way, come to believe is beneath the dignity of an educated gentleman. Scores of poor deluded mortals are striving to "Preach Christ", and Him crucified, when they ought to be plowing corn on the hillside and the prairies. Many a seedy ignoramus is coming Blackstone and shouting, "There is room enough at the top", when his lazy powers will never carry him within hailing distance of the summit. Many a brainless young man parts his hair in the middle and measures ribbon behind the counter, doing a girls work for a girl pittance, when his brawn is sorely needed in the harvest field, and at the business end of a hay fork. It is a pity that so many hundreds of our young men are content to do the drudgery of town employment and engage fine physical powers in the fag ends of professional work for which they are not fitted.

Why should it be deemed a disgrace to live an honest life on the farm? Why do men speak with a curl of the lips of the disgrace of labor? Shame on that man who enlists the splendid powers of his young manhood in trivial employment, simply because it enables him to work in a store and

swagger in a town.

I will admit that it is a glorious sight to see a large class of promising boys and girls graduate from a course of study at school, but how much more glorious to God and to man would it be if the mass of them could see their way back to the farms, the mills, the shops and the useful occupations of life rather than to look in vain upward to the position they are not called to fill. A man can live as honored and useful upon the farm as in the forum. A man can win success at a black smiths forge, just as truly as he can pounding arguments into the heads of stupid jurymen.

The mind of the whole nation needs a radical change in the matter of industrial training. What shall we do to quicken the growth of industrial education in our country? How to bring about this result is one of the perplexing questions of the hour, but it will never be accomplished until more industrial schools shall be planted in our rural districts and towns where the boys and the girls may acquire rapidly the knowledge and skill necessary to make them successful in various industrial pursuits, and especially the one they expect to follow in life. We need more industrial schools, farm, and shops like Hampton and Tuskegee Institutes, and our own school Princess Anne Academy. We need as leaders more prominent men like Dr. Booker T. Washington, who established Tuskegee; men with the ambition for industrial education.

The time is no more in which man is judge only by three R's, *reading*, *riting* and *'rithmetic*; but he is being measured as well by three H's, *head*, *heart*, and *hand*; trained to some definite object in the industrial callings.

To have sought an object long and ardently; to have pursued a purpose through the changing years; to have sought it by day; to have dreamed of it by night; to have won it at last is worth the toil of a life time, and is to mankind the greatest joy this side of the Eternal City.

SCHOOL NOTES AND NEWS

LYNCHBURG, VA.

The school has opened this year with a full determination to maintain the highest standard along all lines.

We are pleased to say that the studies, due to the changes made in the curriculum, are far in advance of those of past years. The schedule of work is now in excellent running order and the students are earnestly at work. Every thing seems propitious of a successful school term.

We are planning for a great Thanksgiving Rally in order to raise funds to clear some minor debts. Each student is doing his utmost to make this rally a success.

October 24th, Rev. Mr. C. E. Hodges, the District Superintendent made a brief call.

October 27th, Pres. J. O. Spencer of Morgan College favored us with a visit. He delivered a fifty minutes speech at the chapel assembly. His words were both instructive and inspiring. The school always enjoys a visit from President Spencer, and hopes to see him more often.

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The Morgan College Bulletin

VOL. VIII DECEMBER, 1916 NO. 10

L I T E R A R Y

THE GROWTH OF INDUSTRIAL EDUCATION

Prize Oration of James Rixon Webb, Baldwin Prize, 1916

One of the most important questions facing our country, is, "The Growth of Industrial Education." Industrial training first attracted wide attention through the effort of General Armstrong, who founded the Hampton Normal and Agricultural Institute, in the year 1866. The word industrial means pretaining to agricultural mechanical, or mercantile pursuit. Industrial education means to train the head heart and hand for these industrial pursuits.

It contributes to that aggregate of qualities which we call manhood, and calls into exercise the powers of man's being. It seeks physical excellence which we call good health; it seeks intellectual perfection, which we call wisdom; it seeks moral completeness which we call virture.

We cannot, at the present time discuss practical education without an emphatic declaration in favor of training for industrial pursuits. No doubt the training of the mind forms the natural basis of true education, but it is equally true that an educated person should derive some practical assistance from his studies when he stops school and goes out to earn a livelihood.

There is great need of a course of training which develops and expands the mind; but if education stops with this, and the man receives no training for any industrial pursuits, he must, in the battle of life, fight at a great disadvantage.

To be completely and practically educated one should not only have the mental training for which such a strong plea has been raised, but one should know how to do some one thing thoroughly and well.

The education of the mind is provided for, but the education of the hand is much neglected.

Should the public schools be responsible for industrial training? Yes; because, in the home the boy and the girl are often not taught the value of industry nor trained in any industrial occupation. Therefore, the education which is needed to enable one to earn an honest living by hand labor should be taught in our public schools along with other studies.

Our country high schools must, in deed, like the city high school teach literature, history, and civics. But in addition, on the boys side the curriculum should stress applied science, industry and agriculture; while on the girls side, it should emphaisze domestic art and such studies as equip women to become intelligent home makers.

The majority of young students in our public schools, are not able to finis even high school; therefore it is necessary along with other studies to give industrial education in order that such students may have the best possible start in the work of life.

The high schools must of course, prepare for college those who desire a higher education, but the primary aim should be to give those who have not the opportunity of getting a higher education, the training which, while contributing to personal enjoyment and refinement, prepares them at the same time for the conditions of life that they will meet. By so doing, the high school will do most

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